DOCUMENT RESUME

ED 333 402 CS 212 691

AUTHOR	Simic, Marge, Comp.; Smith, Carl, Ed.
TITLE	Spelling and the Writing Process. Learning Package No. 36.
INSTITUTION	Indiana Univ., Bloomington. School of Education.
PUB DATE	90
NOTE	40p.; For other learning packages in this series, see CS 212 656-705.
AVAILABLE FROM	Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($14.00).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Language Acquisition; Language Usage; Reading Writing Relationship; *Spelling; *Spelling Instruction; Teacher Role; *Writing Processes
IDENTIFIERS	Writing Development

ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on spelling and the writing process is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ERIC/RCS
150 Smith Research Center
Indiana University
Bloomington, IN 47405

Learning Package #36

Spelling and the Writing Process

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DR. CARL SMITH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Spelling and the Writing Process

by Marge Simic

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Children who can read anything already know a good deal about spelling. To read at all, they must decode--i.e., translate the spelling system other writers have used into words with which they are familiar. The more they read, the more conventional spellings become imprinted in their memories. Constant readers are more likely to be good spellers, although not all proficient readers are confident spellers. Some students have strong visual memories. They can "see" the way a word ought to look and automatically reproduce it. These may be students who, when asked to spell a word out of context, often say, "Wait a minute. I have to write it down." Students with less accurate visual memory may write a word that is close to the word they want to spell and correct it later rather than interrupt their thinking to find the correct spelling.

The importance of spelling as an indicator of whether or not schools are educating students has been greatly exaggerated. For the most part, spelling achievement is based on tests that require students to spell words out of context. When people complain that today's students cannot write, too often they mean that there are a few misspellings in students' writings. In this

sense, "can't write" has little to do with saying something worthwhile, with organizing material, with developing ideas or expressing feelings. Rather, for these critics (some teachers), evaluating writing means looking for mechanical errors--mostly spelling errors. Why? Misspelled words are easy to spot and easy to verify. It is a lot riskier to assert one's opinion about clarity, coherence, or creativity. The safe and easy way has always been to pounce on the misspelled words.

The result of all this criticism has been to inhibit writing. Halfway through a sentence, many students stop to ponder over spelling--and the interrupted idea is lost. These students cannot write well because they concentrate prematurely on the details of editing. This does not mean that students do not need to learn to spell, but it does mean that an overemphasis on the importance of spelling can be damaging to writing's real purpose--using written words to get something said.

Opportunities to read and write can very powerfully teach spelling without special effort. Plaguing students with too much isolated skill practice can take time away from real reading and writing. The visual memory of words seen repeatedly in real reading helps student spelling. In writing, the important thing is for the writer to plunge ahead with what he/she has to say and make educated guesses on spelling without fear of penalties for errors. Spelling improves with constant trying. Students who are given

opportunities to write and enjoy writing will make mistakes in spelling only because they are willing to take risks in trying to spell any word they can say. If they fear spelling errors, they will not attempt enough writing to practice as much as they need.

At all levels, from kindergarten to college, emphasis has shifted from writing as a product to writing as a process. Teachers are becoming less concerned with marking mistakes and assigning grades on a finished piece of writing and more concerned with helping students find ideas, put those ideas into words, evaluate what they have written, revise it, and come up with something worth reading. This emphasis on process means that "polishing it" is the last step. Students should be told that in the final copy conventional spelling makes writing easier for readers so that they will be neither distracted nor turned off by what looks like a mistake (Calkins, 1986).

In the early elementary grades, this emphasis on process means encouraging children to use invented spelling and praising what they have achieved. We must be sure that students understand that the praise is given because of their efforts to attempt a correct spelling. Teachers must also provide praise for the student who has spelled correctly (Hansen, 1987). We do not want children to think that spelling accurately is not important and that only invented spelling deserves recognition. Teachers must be aware of appropriate encouragement throughout the writing

process. Children must learn that use of invented spelling is more appropriate in the early stages of writing, and that accuracy is more important in the editing stage of writing. There is no evidence that acceptance of invented spelling reinforces habits that will be hard to break. As the students' language abilities mature, so does their spelling. The difference is that children allowed to take risks with writing are more comfortable when they write, less self-conscious about getting it wrong.

At the higher levels, this emphasis on process means that the conventions of writing--punctuation, syntax, usage, and especially spelling--are regarded as matters for editing rather than composing (Moffett and Wagner, 1983). Some students need a lot of reassurance. Too many students have been convinced that they cannot write because their earlier efforts have been red-marked. Those students often fail not for what they say, but for how they spell.

Invented spelling encourages students to move ahead with their ideas and read what they have written. Children can read their own spellings better than complete spellings, and they can read their own written compositions better than oral compositions recorded by the teacher. Invented spelling gives children control. If someone spells "have," the child may not be able to read it; but the child can read "hv" as he or she has spelled it. If someone

records the student's oral message, many words are beyond his/her reading. The child is no longer in control.

Allowing children to use invented spelling helps them learn that writing and reading are things they can do at any time, in any place. In order to write they need paper and pencil, but they do not need another person. If they can do it by themselves, they are more likely to write on their own than if they can only write when an expert is nearby to provide help with spelling and other mechanics. When children's strategy is to hypothesize and speculate, they can create their own message and move ahead. Invented spelling gives children opportunities to move ahead in their thinking, in their writing, and in their reading.

The continual groping to put words onto paper causes students to eventually find out how those words are spelled--to generalize, to memorize, to ask others, to consult the dictionary, and so on. Teaching students how and when to use help, especially the dictionary, is essential. Everyone, at some time, consults the dictionary for help in spelling. Teachers should be sure that students see them using the dictionary for help with their own editing during writing.

Parental acceptance of children's invented spelling is very important. It is difficult for parents to resist the temptation to correct their child's spelling. Yet the research (Chomsky, 1971) clearly supports the use of invented spelling as an initial stage in

the developmental process of learning to read and write. Teachers must encourage parents to support and nurture this process in learning to read and write at home. Reading and writing experiences across the curriculum are the best preparation for improving spelling skills. Students should be encouraged to write and apply their spelling skills in letters to their parents, in writing titles for their drawings, and in writing short stories and poems. Elementary grade children should be given time during the school day for free independent reading, and they should be encouraged to keep regular writing journals where they can express their thoughts and feelings. Writing assignments, along with research papers and book reports, should be an integral part of each week, replacing the isolated drill exercises in workbooks and ditto sheets. Spelling becomes functionally meaningful only through real writing.

Spelling instruction has come a long way since the days of extensive drill on word lists in isolation. No longer a separate activity, spelling now is recognized as an integral part of the literacy process which should be taught as such in conjunction with real writing and reading lessons.

References

Calkins, L. (1986). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.

Chomsky, C. (1971). Write first, read later. *Childhood Education*, 47, 296-299.

Hansen, J. (1987). *When Writers Read*. Portsmouth, NH: Heinemann.

Moffett, J. and Wagner, B. J. (1983). *Student-Centered Language Arts and Reading, K-13: A Handbook for Teachers*, Third Edition, Boston, MA: Houghton Mifflin Company.

ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Invented Spelling and Spelling Development

In the past, spelling was usually taught as a separate subject; memorization was thought to be the key to its mastery. Even now, most elementary schools use spelling series and treat spelling as a subject separate from the other language arts. However, during the past decade, language researchers have shed new light on the spelling process. The acquisition of spelling rules is now viewed as a complex developmental process. Once the stages of this process are identified, elementary teachers can help students develop strategies for learning standard English spelling, and they can assess students' progress more accurately. This digest defines invented spelling, describes the developmental stages, and considers implications for classroom instruction.

What Is Invented Spelling?

Invented spelling refers to young children's attempts to use their best judgments about spelling. In one of the first major studies of children's beginning attempts at learning to spell, linguist Charles Read (1975) examined the writing of thirty preschoolers who were able to identify and name the letters of the alphabet and to relate the letter names to the sounds of words. The students had "invented" spellings for words by arranging letters. Read writes, "One sees clearly that different children chose the same phonetically motivated spellings to a degree that can hardly be explained as resulting from random choice or the influence of adults." In other words, even at an early age, the children were able to detect phonetic characteristics of words that English spelling represents. Read concluded that, by and large, "learning to spell is not a matter of memorizing words, but a developmental process that culminates in a much greater understanding of English spelling than simple relationships between speech sounds and their graphic representations."

What Are the Stages of Spelling Development?

As preschool and early elementary school children discover the intricacies of printed English, they go through several stages of spelling development. Gentry (1982), building on Read's research, describes five stages: precommunicative, semiphonetic, phonetic, transitional, and correct.

In the precommunicative stage, the child uses symbols from the alphabet but shows no knowledge of letter-sound correspondences. The child may also lack knowledge of the entire alphabet, the distinction between upper- and lower-case letters, and the left-to-right direction of English orthography.

In the semiphonetic stage, the child begins to understand letter-sound correspondence—that sounds are assigned to letters. At this stage, the child often employs rudimentary logic, using single letters, for example, to represent words, sounds, and syllables (e.g., *U* for *you*).

Children at the phonetic stage use a letter or group of letters to represent every speech sound that they hear in a word. Although some of their choices do not conform to conventional English spelling, they are systematic and easily understood. Examples are *KOM* for *come* and *EN* for *in*.

During the trancitional stage, the speller begins to assimilate the conventional alternative for representing sounds, moving from a dependence on phonology (sound) for representing words to a reliance on visual representation and an understanding of the structure of words. Some examples are *EGUL* for *eagle* and *HIGHEKED* for *hiked*.

In the correct stage, the speller knows the English orthographic system and its basic rules. The correct speller fundamentally understands how to deal with such things as prefixes and suffixes, silent consonants, alternative spellings, and irregular spellings. A large number of learned words are accumulated, and the speller recognizes incorrect forms. The child's generalizations about spelling and knowledge of exceptions are usually correct.

Gentry notes that the change from one spelling stage to the next is a gradual one and that examples from more than one stage may coexist in a particular sample of writing. However, children do not fluctuate radically between stages, passing from phonetic back into semiphonetic spelling or from transitional back to phonetic. According to Carol Chomsky (1976), the major need for inventive spellers who are beginning to read is to have someone to answer their questions and correct their mistakes, such as the misreading of words, when necessary.

It is clear that instruction in standard spelling shapes the developmental process in important ways. Read's research shows that the characteristics of invented spelling do change after exposure to standard spelling instruction. However, some children's spelling shows aspects of invented spelling for several years. But even these children do not have any special difficulty in adapting to standard spelling. Read's conclusion is that children's understanding of spelling is based on a set of tacit hypotheses about phonetic relationships and sound-spelling correspondences, and that children are able to modify these hypotheses readily as they encounter new information about standard spelling.

How Can Teachers Nurture Spelling Development in the Classroom?

An awareness of spelling development can help teachers plan instruction. For precommunicative and semiphonetic spellers,

BEST COPY AVAILABLE

teachers may teach alphabet knowledge, letter-sound correspondences, the concept of "wordness," and left-to-right directionality. At the phonetic stage, students might be introduced, in the context of writing, to word families, spelling patterns, phonics, and word structures (Gentry 1982).

Gentry holds that purposeful writing experiences are the key to cognitive growth in spelling. Teachers can encourage purposeful writing, such as the writing of messages, lists, plans, signs, letters, stories, songs, and poems.

Teachers can also provide opportunities for frequent writing, which, integrated with all aspects of the curriculum, should be a natural part of the daily classroom routine. Frequent application of spelling knowledge while writing encourages spelling competency.

In teaching students to write, teachers should avoid overemphasis on absolute correctness, mechanics, and memorization. Early emphasis on mechanical aspects of spelling inhibits developmental growth. When frequent purposeful writing takes precedence, adherence to the rules is secondary. The teacher in no sense abandons expectations for correctness. Rather, correctness is nurtured more effectively through knowledge of the pupils' level of development.

Teachers can also make use of instructional games since children acquire language, in large part, from their alertness to language around them. Hodges (1981) points out that language games can be used to enhance the young child's growing awareness of words and how they are spelled. In *Learning to Spell*, Hodges presents games that involve exploring sound and letter relationships, manipulating letters to form words, building words, alphabetizing, and using the dictionary.

Finally, teachers can select spelling words from varied sources. For example, teachers can select words for formal instruction from two sources: their students' own writing and a list of high frequency words, such as the New Iowa Spelling Scale of 1977 (DiStefano and Hagerty 1985).

If schools are to make use of recent insights into children's language development, changes in teacher and public attitudes are required. Teachers must be encouraged to relate spelling to purposeful writing rather than to conduct rule-based instruction or to rely on memorization. Students' invented spellings must be seen as opportunities for them to contribute actively to their own learning. Then, by combining an understanding of invented spelling with formal spelling instruction, teachers should be able to develop more effective spelling programs.

Elaine Lutz, ERIC/RCS

References

Chomsky, Carol. "Approaching Reading through Invented Spelling." Paper presented at the Conference on Theory and Practice of Beginning Reading Instruction, Pittsburgh, Pennsylvania, May 1976. ED 155 630.

DiStefano, Philip P., and Patricia J. Hagerty. "Teaching Spelling at the Elementary Level: A Realistic Perspective." *The Reading Teacher* 38 (January 1985): 373-77.

Gentry, J. Richard. "An Analysis of Developmental Spelling in GNYS AT WRK." *The Reading Teacher* 36 (November 1982): 192-200.

Hodges, Richard E. *Learning to Spell*. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1981. ED 202 016.

Read, Charles. *Children's Categorization of Speech Sounds in English*. Urbana, Ill.: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English; Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1975. ED 112 426.

ERIC

A Product of the ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801
1986

OERI Office of Educational Research and Improvement U.S. Department of Education

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. 400-83-0026. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to English language arts specialists for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council of Teachers of English or the Office of Educational Research and Improvement.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

BEST COPY AVAILABLE

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ340424
AU: Amoroso,-Henry-C., Jr.
TI: Phonetically Justified Spelling Strategies of Good and Poor Readers in the Third Grade.
PY: 1985
JN: Research-in-Rural-Education; v3 n2 p75-78 Win 1985
DE: Cognitive-Style; Elementary-Education; Grade-3; Language-Patterns; Phonemes-; Phonics-; Rural-Education; Vowels- DE: *Phoneme-Grapheme-Correspondence; *Phonetics-; *Reading-Skills; *Spelling-; *Spelling-Instruction
AB: Assesses the extent to which 30 third graders employ phonetically-based spelling strategies in representing synthetic words with high and mid front vowels. Finds spelling of good readers rule-governed and derived from judgement about language while that of poor readers showed less awareness of written language patterns. (LFL)

AN: EJ299359
AU: Armington,-David
TI: Invented Spelling.
PY: 1984
JN: Teachers-and-Writers-Magazine; v15 n5 p1-6,8 May-Jun 1984
AV: UMI
NT: Theme Issue: "The Creative Use of Mistakes."
DE: Language-Arts; Primary-Education; Teacher-Role; Writing-Instruction; Writing-Skills
DE: *Creative-Writing; *Language-Acquisition; *Language-Usage; *Learning-Theories; *Spelling-
AB: Discusses the value of invented spelling as a means of encouraging young children to begin writing. Cites many examples of invented spelling. (FL)

AN: ED284266
AU: Bean,-Wendy; Bouffler,-Chrystine
TI: Spell by Writing.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1987
AV: Business Manager, Primary English Teaching Association, PO Box 167, Rozelle, New South Wales 2039, Australia ($10.50 member, $13.00 nonmember, Australian currency).
NT: 97 p.; Photographs may not reproduce well.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Elementary-Education; Foreign-Countries; Individualized-Instruction; Reading-Writing-Relationship; Student-Writing-Models; Teacher-Student-Relationship; Writing-Processes; Writing-Readiness; Writing-Research; Writing-Skills
DE: *Process-Education; *Spelling-Instruction; *Teaching-Methods; *Writing-Exercises

AB: Specifically intended to address the teaching of spelling, this description of an elementary school program in Australia deals with many of the pedagogical problems that arise in whole language classrooms, and suggests ways for teachers to integrate a process approach to spelling with process writing to create a total language program. Following an introduction on certain teaching challenges--finding conference time with children, providing constructive feedback, and teaching spelling without relying on traditional drill and practice--the first chapter sets up the book's theoretical orientation, that language is a social interaction system. Chapter 2 explores language and spelling development, and reveals that an understanding of how children use strategies to go about learning to spell can lead schools to give up on quota systems and required spelling lists. The focus of Chapter 3 is on creating contexts for writing and the development of standard spelling, while ways of getting started with writing and spelling are presented in Chapter 4. The fifth chapter concentrates on composing as the connection between reading and writing, while the sixth chapter covers editing and different ways of handling the conferencing process. Proofreading and spelling are examined in Chapter 7, where strategies and techniques for teaching standard spelling are discussed. Chapter 8 deals with assessment and reporting of children's writing, and Chapter 9 draws conclusions and discusses changes in classroom management resulting from the whole language program. Sample lesson plans for teaching strategies discussed in the text are included in many chapters, and a list of references concludes the description. (SKC)

AN: EJ364346
AU: Carwile,-Nancy-R.
TI: Help Your Children 'Lern to Spel.'
PY: 1987
JN: PTA-Today; v13 n1 p8 Oct 1987
AV: UMI
DE: Elementary-Education
DE: *Spelling-; *Writing-Composition
AB: Encouraging children to write without emphasizing spelling and other language errors can actually improve language skills. How to help build upon what a child already knows and encourage a child to express thoughts in writing are discussed. (MT)

AN: EJ377442
AU: Cataldo,-Suzanne; Ellis,-Nick
TI: Interactions in the Development of Spelling, Reading and Phonological Skills.
PY: 1988
JN: Journal-of-Research-in-Reading; v11 n2 p86-109 Sep 1988
AV: UMI
NT: Special Issue: Cognitive Processes in Reading Disability.
DE: Beginning-Reading; Cognitive-Processes; Models-; Primary-Education; Reading-Difficulties; Reading-Research

DE: *Phonology-; *Reading-Skills; *Spelling-
AB: Examines how the child approaches reading and spelling in the light of the developmental sequence of phonological awareness skills, by looking at the growth of these skills from the initial formation of each skill through the early stages of their development. (RS)

AN: EJ377404
AU: Clarke,-Linda-K.
TI: Invented Versus Traditional Spelling in First Graders' Writings: Effects on Learning to Spell and Read.
PY: 1988
JN: Research-in-the-Teaching-of-English; v22 n3 p281-309 Oct 1988
AV: UMI
DE: Creative-Writing; Elementary-Education; Grade-1; Low-Achievement; Reading-Improvement; Spelling-Instruction; Writing-Improvement; Writing-Research
DE: *Reading-Writing-Relationship; *Spelling-
AB: Tests the claims of proponents of invented spelling by comparing the progress of children encouraged to use invented spelling with those encouraged to use traditional spelling in their creative writing. (RAE)

AN: EJ334162
AU: Coss,-Richard-H.
TI: "Don't Let Soles Go to Waist!"
PY: 1986
JN: Clearing-House; v59 n9 p385-86 May 1986
AV: UMI
DE: Secondary-Education; Student-Attitudes; Student-Needs
DE: *Educational-Improvement; *Educational-Theories; *Spelling-; *Writing-Instruction
AB: Argues that spelling is an attitude that requires insight and understanding, that students must see a need for it, and that it should be taught in a functional setting. (FL)

AN: EJ381710
AU: Dodd,-Anne-Wescott
TI: Demons, Dictionaries, and Spelling Strategies.
PY: 1988
JN: English-Journal; v77 n8 p52-53 Dec 1988
AV: UMI
DE: Definitions-; Secondary-Education
DE: *Dictionaries-; *Spelling-; *Spelling-Instruction; *Word-Lists; *Writing-Skills
AB: Suggests that personal spelling dictionaries and spelling error analysis are strategies which will help students improve their spelling more than memorizing lists of unrelated words from spelling books. (MS)

AN: ED298462
AU: Ediger,-Marlow
TI: Reading and the Learner (A Collection of Essays).
PY: 1988
NT: 85 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Course-Objectives; Elementary-Secondary-Education; Individualized-Reading; Language-Experience-Approach; Mastery-Learning; Reading-Readiness
DE: *Holistic-Approach; *Motivation-; *Reading-Instruction; *Spelling-

AB: Reflecting a concern for a broad base of knowledge in reading, this collection contains the following essays: (1) "Reading and the Language Arts"; (2) "The Integrated Reading Curriculum"; (3) "Oral Communication and the Curriculum"; (4) "Spelling in the Curriculum"; (5) "Motivation and the Learner in Reading"; and (6) "Reform in the Reading Curriculum." (SR)

AN: ED287154
AU: Ehri,-Linnea-C.
TI: Movement in Word Reading and Spelling: How Spelling Contributes to Reading. Technical Report No. 408.
CS: Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1987
NT: 19 p.; Portions of this paper were presented at the Conference on Reading and Writing Connections (Urbana, IL, October 19-21, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Alphabetizing-Skills; Beginning-Reading; Kindergarten-Children; Phoneme-Grapheme-Correspondence; Phonics-; Primary-Education; Word-Recognition
DE: *Cognitive-Development; *Reading-Ability; *Reading-Readiness; *Spelling-Instruction; *Visual-Discrimination
AB: A study examined when young children begin processing phonetic cues for reading. Subjects were kindergartners selected and classified by their ability to read preprimer and primer level words on a 40-word list--prereaders (0-1 words known), novices (1-11 words known), and veterans (11-36 words known). Subjects were given reading practice with words with simplified phonetic spellings and with words that achieved visual distinctiveness although no letters corresponded to sounds. Children were told the spoken word corresponding to each spelling and were given several trials to learn the words, and then administered a posttest. Results indicated that novices and veterans learned to read the phonetic spellings more easily than the visual spellings, while results were the opposite for prereaders. Findings suggest that phonetic cue reading is possible at the outset when children first begin reading words out of context, and that visual cue

reading characterizes how prereaders read words. Findings also suggest that learning to spell contributed to beginners' ability to read words, enabling children to process phonetic cues in the words. Since word reading and word spelling skills develop in stages, classroom instruction and practice in invented spelling promote learning to spell and read words. Allowing children to practice what they know about the English orthographic system by inventing spellings of words does not appear to inhibit development but rather to enhance progress in learning to spell and read. (Tables of data and figures are included and references are attached.) (NKA)

AN: EJ361479
AU: Ehri,-Linnea-C.; And-Others
TI: Children's Categorization of Short Vowels in Words and the Influence of Spellings.
PY: 1987
JN: Merrill-Palmer-Quarterly; v33 n3 p393-421 Jul 1987
AV: UMI
DE: Classification-; Grade-1; Grade-2; Kindergarten-Children; Primary-Education
DE: *Beginning-Reading; *Decoding-Reading; *Spelling-Instruction; *Vowels-
AB: Reports three experiments conducted to examine the ability of beginning readers (in kindergarten, Grade 1, and Grade 2) to categorize short front vowel sounds in familiar spoken words and to determine whether learning spellings of these vowel sounds improved the accuracy of their classifications. Discusses implications for learning to read and spell. (Author/NH)

AN: EJ345462
AU: Elkins,-John
TI: Self-Help for Older Writers with Spelling and Composing Difficulties: Using the Word Processor and Spelling Checker.
PY: 1986
JN: Exceptional-Child; v33 n1 p73-76 Mar 1986
DE: Higher-Education; Secondary-Education; Student-Improvement; Student-Motivation
DE: *Computer-Software; *Spelling-; *Word-Processing; *Writing-Difficulties; *Writing-Improvement
AB: Two case studies involving a secondary school student and a science graduate training to become a secondary teacher with writing and spelling difficulties indicated that sustained use of word processing and spelling checker programs helped both subjects improve spelling skills and become more independent writers. (CB)

AN: ED300820
AU: Farr,-Roger; And-Others

TI: An Examination of the Writing Vocabulary of Children in Grades Two through Eight: A Study of a National Sample of Children's Writing.
CS: Indiana Univ., Bloomington. Center for Reading and Language Studies.
PY: 1988
NT: 79 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Elementary-Education; Writing-Research
DE: *Spelling-; *Spelling-Instruction; *Word-Lists; *Writing-Skills
AB: To determine the words that children misspell as they write and then to analyze those words as they represent different spelling patterns at different grade levels, for different proficiencies of writing, and in the context of the essay in which the misspelling occurred, this study examined writing samples from across the country.

The study was based on the belief that it is the words that children actually misspell in their writing that represent the words and patterns that need to be taught. The samples from this study came from three national writing assessment and four state writing assessment programs and included 21,876 writing samples from children in grades 2-8. Findings produced a set of seven word lists at grades 2 through 8 and the "Spelling List Concordance: Words Taught in Seven Major Spelling Programs." To investigate spelling avoidance in the context of composing stories a second pilot study explored the extent to which students avoid writing words because they are unsure of how to spell them. Subjects, 27 students from grades 1-5 in rural schools near a major university town in the Midwest, were asked both to tell and to write the same story in response to a picture prompt. Results indicated that most of the time there was no evidence of direct word or phrase substitution at all. However, the conclusions leave unanswered questions about spelling avoidance, and this may be because of the study's design. (Eleven tables of data are included, and one appendix, a spelling avoidance study protocol, and 38 references are attached.) (MS)

AN: EJ329374
AU: Grubgeld,-Elizabeth
TI: Helping the Problem Speller without Suppressing the Writer.
PY: 1986
JN: English-Journal; v75 n2 p58-61 Feb 1986
AV: UMI
DE: English-Instruction; Revision-Written-Composition; Writing-Composition; Writing-Processes
DE: *Spelling-; *Spelling-Instruction; *Teaching-Methods; *Writing-Instruction
AB: Explains ways of helping students to analyze and correct their

spelling errors. Emphasizes the difference between composing well and using correct spelling. (EL)

AN: ED295171
AU: Hafstrom,-Loy-Lynette
TI: The Effects of a Holistic Writing Program on the Spelling Achievement of Second Graders.
PY: 1988
NT: 109 p.; Master's Thesis, Olivet Nazarene University.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Classroom-Research; Grade-2; Primary-Education
DE: *Holistic-Approach; *Spelling-Instruction; *Writing-Instruction; *Writing-Processes
AB: A study investigated whether spelling could be taught more effectively through a holistic writing approach than through the traditional basal textbook approach. Subjects, 19 second grade students at an elementary school in Sheldon, Illinois, first received six weeks of formal spelling instruction using the 1985 edition of the

second grade spelling book published by Houghton Mifflin, and then received six weeks of informal spelling instruction as part of a holistic writing process program. For a pretest and posttests after both instructional units, subjects were administered a diagnostic spelling inventory--levels 3, 2, and 1 of the Qualitative Inventory of

Word Knowledge. A free writing sample was also collected, which, along

with the Inventory, was scored using a bigraph count. The results of the study indicated that instruction in spelling using a holistic writing approach did not significantly increase the score of second graders on Level 1, 2, or 3 of the Qualitative Inventory of Word Knowledge. However, spelling instruction using a holistic writing approach did significantly increase the willingness of second graders to attempt to spell unknown words. Finally, movement into higher instructional levels was more frequent after the holistic writing treatment. (Sixty-one references and 10 tables are included, and 7 analysis of variance calculations, a letter to parents, and extensive charts depicting individual children's spelling on the Qualitative Inventory of Word Knowledge are appended.) (ARH)

AN: EJ356662
AU: Hall,-Susan-E.-M.
TI: 7 1/2 Ways to Kill a Young Writer.
PY: 1985
JN: Journal-of-Teaching-Writing; v4 n2 p178-82 Fall 1985
DE: Class-Activities; Discipline-; Early-Childhood-Education; Educational-Games; Primary-Education; Teacher-Attitudes; Writing-Exercises; Writing-Improvement; Writing-Readiness
DE: *Classroom-Techniques; *Handwriting-; *Spelling-; *Teacher-Role; *Writing-Instruction; *Writing-Skills

AB: Examines teacher attitudes that inhibit experimentation and stifle the development of beginning writers. Illustrates the drawbacks of insisting on (1) using only one approach to learning to write, (2) keeping a quiet classroom, (3) fitting letters between the lines of ruled paper, (4) using primary pencils for all writing activities, and (5) drawing each letter from top to bottom. (JG)

AN: EJ269732
AU: Hauser,-Carin-M.
TI: Encouraging Beginning Writers.
PY: 1982
JN: Language-Arts; v59 n7 p681-86 Oct 1982
AV: Reprint: UMI
DE: Classroom-Techniques; Learning-Activities; Peer-Teaching; Primary-Education; Student-Attitudes; Student-Motivation; Writing-Composition
DE: *Classroom-Environment; *Spelling-; *Writing-Instruction; *Writing-Processes; *Writing-Readiness
AB: Discusses children's writing process and how creating an atmosphere in which they are willing to take risks encourages their writing fluency and enthusiasm. Suggests that allowing invented spellings, reading-writing partners (peer pairs), and class editing can be beneficial to beginning writers. (HTH)

AN: EJ367476
AU: Hendrickson,-Homer
TI: Spelling: A Visual Skill.
PY: 1988
JN: Academic-Therapy; v23 n4 p389-95 Mar 1988
AV: UMI
DE: Child-Development; Elementary-Secondary-Education; Memory-; Recall-Psychology; Teaching-Methods; Visual-Discrimination
DE: *Learning-Disabilities; *Spelling-; *Spelling-Instruction; *Visualization-; *Visual-Perception; *Writing-Difficulties
AB: Spelling problems arise due to problems with form discrimination and inadequate visualization. A child's sequence of visual development involves learning motor control and coordination, with vision directing and monitoring the movements; learning visual comparison of size, shape, directionality, and solidity; developing visual memory or recall; and finally developing visual projection. (Author/JDD)

AN: EJ273077
AU: Hillerich,-Robert-L.
TI: Spelling: What Can Be Diagnosed?
PY: 1982

JN: Elementary-School-Journal; v83 n2 p138-47 Nov 1982
AV: Reprint: UMI
DE: Elementary-Education; Guidelines-; Instructional-Improvement; Literature-Reviews
DE: *Elementary-School-Students; *Identification-; *Spelling-Instruction; *Teaching-Methods; *Writing-Skills
AB: Examines research evidence concerning the feasibility of a diagnostic approach to the teaching of spelling, presenting some suggestions based on that evidence for improving spelling instruction.

(MP)

AN: EJ373894
AU: Hoffman,-Stevie; Knipping,-Nancy
TI: Spelling Revisited: The Child's Way.
PY: 1988
JN: Childhood-Education; v64 n5 p284-87 Jun 1988
AV: UMI
DE: Cognitive-Development; Early-Childhood-Education; Language-Patterns; Memory-; Visual-Learning
DE: *Language-Acquisition; *Spelling-; *Teacher-Role; *Writing-Composition; *Young-Children
AB: Examines current spelling research from the perspective of one individual kindergarten student's creativity with sounds and writing. Stresses the importance of encouraging young children to explore written language in their own way. (RWB)

AN: EJ339567
AU: Juel,-Connie; And-Others
TI: Acquisition of Literacy: A Longitudinal Study of Children in First and Second Grade.
PY: 1986
JN: Journal-of-Educational-Psychology; v78 n4 p243-55 Aug 1986
AV: UMI
DE: Analysis-of-Variance; Elementary-Education; Grade-1; Grade-2; Longitudinal-Studies; Regression-Statistics; Writing-Skills
DE: *Literacy-; *Models-; *Reading-Comprehension; *Spelling-; *Word-Recognition
AB: A model of early literacy acquisition focused on development in word recognition, spelling, reading comprehension, and writing and on the interrelation of growth in each of these skills. Results of longitudinal data suggest that without phonemic awareness, exposure to print does little to foster spelling-sound knowledge. (Author/LMO)

AN: ED281201
AU: Kirkpatrick,-Katherine-Glass
TI: A Longitudinal Study of Journal Writing in Kindergarten and First

Grade.
PY: 1986
NT: 9 p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Developmental-Stages; Grade-1; Kindergarten-; Primary-Education; Reading-Readiness; Writing-Composition; Writing-Exercises; Writing-Processes
DE: *Language-Processing; *Phonetics-; *Spelling-; *Writing-Readiness; *Written-Language
AB: The validity of recent research concerning invented spelling, the developmental stages in children's writing, and whether children will attempt writing before reading and continue writing while learning to read were examined. Five developmental stages in spelling have been identified: (1) the precommunicative stage, involving the use of random letters strung together; (2) the semiphonetic stage with letters representing beginning and/or final sounds; (3) the phonetic stage with words spelled the way they sound; (4) the transitional stage, in which visual memory of patterns of spelling was present; and (5) the correct stage of spelling. Five children, of mixed race and socioeconomic backgrounds and ranging in age from five to seven, were involved in a journal-keeping experiment. Near the end of the kindergarten year, their teacher made a journal for each of the children and told them they could write in them daily, about anything they wanted to share with her. The children would then read the stories to her, and she wrote what they said below the child's writing. Later, the spelling was analyzed using Gentry's stages of invented spelling. The journals were continued the following year when the children were in first grade. All five of the children appeared to progress through the stages of invented spelling; they attempted writing before reading and continued to write while learning to read. (Eleven references are included.) (AEW)

AN: EJ327883
AU: Lehr,-Fran
TI: ERIC/RCS: Invented Spelling and Language Development.
PY: 1986
JN: Reading-Teacher; v39 n5 p452-54 Jan 1986
AV: UMI
DE: *Educational-Research; *Educational-Theories; *Language-Acquisition; *Learning-Theories; *Reading-Instruction; *Spelling-Instruction
AB: Examines the research and theory of invented spelling, then looks at ways teachers can use it in their classrooms. (FL)

AN: ED263617
AU: McPherson,-Elisabeth
TI: Spelling, Revisited.
CS: National Council of Teachers of English, Urbana, Ill.
PY: 1984
NT: 4 p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Guidelines-; Reading-Ability; Writing-Apprehension
DE: *Diachronic-Linguistics; *Skill-Development; *Spelling-; *Spelling-Instruction; *Teacher-Role; *Writing-Improvement
AB: One of a series dealing with current issues affecting language arts instruction, this paper focuses on spelling. The paper begins with the observation that when people complain that students cannot write, too often they mean that when the students do write, they misspell a few words. After noting that spelling improvement comes from using words in context, the paper explains that much of the confusion in the English spelling system can be accounted for in the history of the English language. Taking the classroom into consideration, the paper emphasizes that the most important thing about spelling is that it is something writers use. It also cautions that worrying about correct spelling may prevent writers from producing anything worthwhile. The paper concludes with suggested guidelines for spelling improvement. (HOD)

AN: EJ326495
AU: Moxley,-Roy-A.; Barry,-Pamela-A.
TI: Spelling with LEA on the Microcomputer.
PY: 1985
JN: Reading-Teacher; v39 n3 p267-73 Dec 1985
AV: UMI
DE: Computer-Software; Early-Childhood-Education; Educational-Theories; Nursery-Schools; Protocol-Analysis; Reading-Research; Reading-Skills; Writing-Skills
DE: *Language-Experience-Approach; *Microcomputers-; *Reading-Instruction; *Spelling-Instruction; *Teaching-Methods
AB: Argues that microcomputer programs in LOGO can support children's development of invented spelling within a language experience approach. Presents protocols of three nursery school children using such programs that show promising growth in their writing and reading skills. (FL)

AN: EJ343688
TI: Open to Suggestion.
PY: 1986
JN: Journal-of-Reading; v30 n3 p262-65 Dec 1986
AV: UMI
DE: Elementary-Secondary-Education; Recall-Psychology; Study-Skills;

Writing-Instruction
DE: *Creative-Writing; *Homework-; *Spelling-Instruction;
*Study-Habits; *Teaching-Methods
AB: Offers (1) suggestions on how to teach students the importance of regular study habits for learning to spell, (2) story ideas to help students get started with creative writing, and (3) a model of a daily

record assignment book to help students organize and remember their homework assignments. (SRT)

AN: EJ334894
AU: Richgels,-Donald-J.
TI: Beginning First Graders' "Invented Spelling" Ability and Their Performance in Functional Classroom Writing Activities.
PY: 1986
JN: Early-Childhood-Research-Quarterly; v1 n1 p85-97 Mar 1986
DE: Early-Childhood-Education; Grade-1; Knowledge-Level;
Primary-Education; Reading-Ability; Tests-
DE: *Beginning-Reading; *Informal-Assessment;
*Phoneme-Grapheme-Correspondence; *Reading-Readiness;
*Reading-Writing-Relationship; *Spelling-
AB: Explains how to administer and score a test of early spelling ability, how to assess what the test revealed at the beginning of the school year about 26 first graders' knowledge of the function of letters in written language, and how to use that information in "natural" writing projects. (HOD)

AN: EJ319690
AU: Rivalland,-Judith
TI: Teaching Spelling: Helping the Developing Speller.
PY: 1985
JN: Australian-Journal-of-Reading; v8 n2 p21-27 Mar 1985
DE: Elementary-Education; Teaching-Methods; Vocabulary-Development
DE: *Spelling-Instruction; *Teacher-Role; *Writing-Skills
AB: Students can become competent spellers given a teacher with patience and energy capable of developing an awareness of the way the English writing system works; a good reason for accurate spelling; the

willingness to attempt to spell independently; and a multistrategy approach using graphophonics, visual and meaning systems, self-corrective behavior, and lots of practice in a meaningful context. (EL)

AN: ED274958
AU: Salem,-Lynn-L.
TI: First Graders' Ability to Read Their Creative Writing (Invented Spelling versus Conventional Text). Final Report.
PY: 1986
NT: 15 p.; 1985 Teacher-Researcher Grant.

PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Comparative-Analysis; Developmental-Stages; Grade-1; Miscue-Analysis; Primary-Education; Reading-Writing-Relationship; Writing-Composition
DE: *Oral-Reading; *Reading-Research; *Spelling-
AB: A study compared students' ability to read their stories written with invented spellings with their ability to reread their stories rewritten with conventional spellings. Fourteen first graders wrote stories using invented spelling and read the text aloud. The stories were then transcribed into conventional text by an adult and reread by the students. Readings were evaluated, using the Goodman-Burke Miscue Analysis, to determine which of the two versions produced the fewest miscue errors. Results indicated that most categories of miscue errors were very close in number, giving no strong indication that either invented spelling or conventional text is an easier format for children to read. When children were divided according to those who performed best in each format, the results showed that nine had fewer miscues on their invented spelling readings, while five had fewer miscues on the conventional spelling versions of their texts. The results suggest that children pass through various stages when learning to read and write, one of which is invented spelling. Use of invented spelling did not appear to hinder children from moving to conventional spellings when ready. (HTH)

AN: EJ324883
AU: Sulzby,-Elizabeth; Teale,-William-H.
TI: Writing Development in Early Childhood.
PY: 1985
JN: Educational-Horizons; v64 n1 p8-12 Fall 1985
AV: UMI
DE: Early-Childhood-Education; Educational-Policy; Policy-Formation; Reading-Skills; Speech-Skills
DE: *Classroom-Techniques; *Orthographic-Symbols; *Skill-Development; *Spelling-; *Writing-Skills; *Young-Children
AB: The authors review some current research on young children's writing drawn from their own unpublished observations as well as from published work and discuss the implications for classroom practice and educational policymaking. (CT)

AN: ED262405
AU: Turner,-Judy
TI: Spelling in the Total Language Program. P.E.N. (Primary English Notes) 46.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1984
JN: Primary-English-Notes-(P.E.N.); v46 Jul 1984
AV: Primary English Teaching Association, P.O. Box 167, Rozelle, New

South Wales 2039, Australia ($0.75, Australian currency).
NT: 8 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Instructional-Development; Language-Experience-Approach; Writing-Improvement
DE: *Spelling-; *Spelling-Instruction; *Teaching-Methods; *Writing-Instruction
AB: The teaching activities presented in this pamphlet focus on spelling. The pamphlet begins with a discussion of the relationship between spelling and writing. Following that, it describes a language experience approach and its implications, the benefits of daily writing, and the kind of writing that allows a successful spelling program to operate. The next section, "A K-6 Approach," discusses ways

teachers can develop children's ability to spell, how a writing program can help primary children to spell, additional activities, how

to help children in need of remedial spelling, and how to teach spelling. The following section, "Spelling Practices," deals with what

children can do if they need a word, providing an appropriate class dictionary, and the treatment of errors. The concluding section describes the spelling discussion, in which the teacher deals with the

strengths and weaknesses of the children on an individual level. (EL)

AN: EJ326470
TI: UKRA Research Award, 1984: Abstracts of Winning Studies.
PY: 1985
JN: Journal-of-Research-in-Reading; v8 n1 p57-59 Feb 1985
AV: UMI
DE: Awards-; Classroom-Communication; Context-Clues; Elementary-Education; Reading-Instruction
DE: *Child-Language; *Reading-Research; *Spelling-Instruction; *Teacher-Student-Relationship; *Writing-Improvement; *Writing-Skills
AB: Presents abstracts of two award winning studies, one dealing with spelling in the context of writing for a purpose, the other with student-teacher interaction during reading. (FL)

AN: EJ368948
AU: Vickery,-Karen-S.; And-Others
TI: Multisensory Teaching Approach for Reading, Spelling, and Handwriting, Orton-Gillingham Based Curriculum, in a Public School Setting.
PY: 1987
JN: Annals-of-Dyslexia; v37 p189-200 1987
AV: UMI
DE: Achievement-Tests; Elementary-Education; Intervention-; Learning-Modalities; Mastery-Learning; Outcomes-of-Education; Remedial-Instruction; Student-Evaluation; Writing-Instruction

DE: *Handwriting-; *Learning-Disabilities; *Multisensory-Learning; *Reading-Instruction; *Spelling-Instruction; *Teaching-Methods
AB: A mastery learning program called MTARSH (Multisensory Teaching Approach for Reading, Spelling, and Handwriting) was used with 282 remedial students and 144 nonremedial students in grades 1-6. Subsequent California Achievement Test scores in reading and spelling improved over baseline scores for students in both remedial and nonremedial classes. (Author/JDD)

AN: EJ3[illegible]854
AU: Watson,-Ken
TI: Recent Australian Research in the Teaching of English.
PY: 1985
JN: English-Quarterly; v18 n3 p44-55 Fall 1985
DE: Computer-Assisted-Instruction; Educational-Research; Elementary-Secondary-Education; Reading-Research; Spelling-; Teaching-Methods
DE: *Reading-Instruction; *Spelling-Instruction; *Writing-Instruction; *Writing-Research
AB: Reviews current research in Australia in the areas of writing, reading, spelling, and using the microcomputer in the English classroom. (EL)

AN: EJ269735
AU: Wood,-Margo
TI: Invented Spelling.
PY: 1982
JN: Language-Arts; v59 n7 p707-17 Oct 1982
AV: Reprint: UMI
DE: Elementary-Education; Models-; Writing-Composition; Writing-Processes
DE: *Spelling-; *Spelling-Instruction; *Writing-Research
AB: Discusses research on the nature and strategies of children's invented spelling, including a developmental model of such spelling. Suggests ways to encourage invented spelling, while examining whether it will interfere with learning to read and write standard spelling. (HTH)

AN: ED268486
AU: Yellin,-David
TI: Connecting Spelling Instruction to Reading and Writing.
PY: 1986
NT: 13 p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-History; Language-Research; Linguistics-; Literacy-; Reading-Readiness; Reading-Writing-Relationship; Spelling-;

Teaching-Methods; Writing-Readiness
DE: *Developmental-Stages; *Reading-Skills; *Spelling-Instruction; *Writing-Skills
AB: Spelling practices, processes, and implications can be analyzed in terms of three conceptual models: the bottom up, the top down, and the interactive compensatory model. Spelling instruction from post-colonial America into the 20th century reveals a preoccupation with the bottom up philosophy, which emphasized rules, word lists, and rote memorization. By the 1950s linguists contended that the majority of words used in writing are regular and consistent in their spelling patterns. Based on the significance of invented spelling, spelling began to be evaluated in developmental stages--prereading, phonetic, orthographic, morphemic and syntactic--which suggest the top down view. This view represents the psychological shift of control to the child (internal) and away from external controls (print, and authority of parent and teacher). The interactive compensatory approach combines both bottom up and top down views and--with its belief in the simultaneous use of phonological information and higher level processing skills--is best represented by the work of Uta Frith and A. F. Jorm. In their observations of the writing practices of preschoolers, C. Read and C. Chomsky concluded that parental acceptance of children's invented spelling is very important as an initial stage in the developmental process of learning to read and write. In school, wide reading and creative writing experiences are the best preparation for improving spelling skills. Spelling is an integral part of the literacy process and should be taught as such in conjunction with real writing and reading lessons. (EL)

GETTING COPIES OF THE ITEMS DESCRIBED IN THE ERIC DATABASE:

The items described in the ERIC database have either an "ED" or an "EJ" number in the first field. **About 98% of the ED items can be found in the ERIC Microfiche Collection.** The ERIC Document Reproduction Service (EDRS) in Alexandria, Virginia can produce either microfiche or paper copies of these documents for you. Check the accompanying list of **ERIC Price Codes** for their current prices.

Alternatively, you may prefer to consult the ERIC Microfiche Collection yourself before choosing documents to copy. Over 600 libraries in the United States subscribe to this collection. To find out which libraries near you have it, you are welcome to call the ERIC Clearinghouse on Reading and Communication Skills at (812) 855-5847. Most such libraries have equipment on site for inexpensive production of paper copies from the fiche.

For those few ED-numbered items not found in the Microfiche Collection, check the availability (AV) field of the citation to get information about the author, publisher, or other distributor.

Items with an EJ number in the first field of the citation are journal articles. Due to copyright restrictions, ERIC cannot provide copies of these articles. Most large college or university libraries subscribe to the journals in which these articles were published, and the general public can read or copy the articles from their collections. Should you want copies of articles which appeared in journals not owned by your nearest university library, arrangements usually can be made via interlibrary loan; there frequently is a nominal charge for this, which is set by the lending library. If you are a faculty member, staff member, or student at the university, just ask at your library's reference desk.

For all other categories of users, most universities cannot provide interlibrary services. However, public libraries---which are there to serve all area residents---typically are hooked into statewide lending networks designed to ensure that all state residents have access to materials of interest. Ask your local public librarian about interlibrary loan policies, charges, etc.

There are also two professional reprint services which have obtained permission from some journals to sell article copies. These are University Microfilms International (Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, Michigan 48106---(800) 732-0616), and the Institute for Scientific Information (Original Article Tear Sheet Service, 3501 Market Street, Philadelphia, Pennsylvania 19104---(800) 523-1850). At the time of this publication, UMI charged $10.75 per article regardless of length, and ISI charged $9.50 for the first ten pages, plus $2.00 for each additional ten pages or fraction thereof. However, please check with them for current prices before ordering.

ERIC Price Codes

PAPER COPY /HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1- 25	$ 2.03
PC 02	26- 50	4.06
PC 03	51- 75	6.09
PC 04	76- 100	8.12
PC 05	101- 125	10.15
PC 06	126- 150	12.18
PC 07	151- 175	14.21
PC 08	176- 200	16.24
PC 09	201- 225	18.27
PC 10	226- 250	20.30
PC 11	251- 275	22.33
PC 12	276- 300	24.36
PC 13	301- 325	26.39
PC 14	326- 350	28.42
PC 15	351- 375	30.45
PC 16	376- 400	32.48
PC 17	401- 425	34.51
PC 18	426- 450	36.54
PC 19	451- 475	38.57
PC 20	476- 500	40.60
PC 21	501- 525	42.63
PC 22	526- 550	44.66
PC 23	551- 575	46.69
PC 24	576- 600	48.72
PC 25	601- 625	50.75
PC 26	626- 650	52.78
PC 27	651- 675	54.81
PC 28	676- 700	56.84
PC 29	701- 725	58.87
PC 30	726- 750	60.90
PC 31	751- 775	62.93
PC 32	776- 800	64.96
PC 33	801- 825	66.99
PC 34	826- 850	69.02
PC 35	851- 875	71.05
PC 36	876- 900	73.08
PC 37	901- 925	75.11
PC 38	926- 950	77.14
PC 39	951- 975	79.17
PC 40	976-1,000	81.20

ADD 2.03 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NO. OF FICHE	PRICE
MF 01	1- 480	1-5	$ .86
MF 02	481- 576	6	1.03
MF 03	577- 672	7	1.20
MF 04	673- 768	8	1.37
MF 05	769- 864	9	1.54
MF 06	865- 960	10	1.71
MF 07	961-1,056	11	1.88
MF 08	1,057-1,152	12	2.05
MF 09	1,153-1,248	13	2.22
MF 10	1,249-1,344	14	2.39
MF 11	1,345-1,440	15	2.56
MF 12	1,441-1,536	16	2.73
MF 13	1,537-1,632	17	2.90
MF 14	1,633-1,728	18	3.07
MF 15	1,729-1,824	19	3.24

ADD $0.17 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)

HOW TO ORDER ERIC DOCUMENTS

EDRS **ERIC®** **DOCUMENT REPRODUCTION SERVICE**

7420 FULLERTON ROAD, SUITE 110
SPRINGFIELD, VA 22153-2852

OPERATED BY

CINCINNATI BELL INFORMATION SYSTEMS (CBIS) FEDERAL
800-443-3742 703-440-1400

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES PC	UNIT PRICE	TOTAL UNIT COST
TOTAL NO. OF PAGES				SUBTOTAL	
UNIT PRICE SCHEDULE				RESIDENTS OF VA, MD AND DC - ADD APPLICABLE SALES TAX	
				SHIPPING CHARGES	
				TOTAL COST	

MICROFICHE (MF)			PAPER COPY (PC)		
NUMBER FICHE EACH ED #	PRICE CODE	Price	NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MF01	$1.16	1 to 25	PC01	$3.12
Each additional microfiche (additional 96 pages)		$ .25	Each additional 25 pages		$3.12

CHARTS FOR DETERMINING SHIPPING CHARGES

U.S. POSTAL SERVICE		1st CLASS POSTAGE FOR			MICROFICHE ONLY	
1-7 Microfiche ONLY $0.29	8-19 Microfiche ONLY $0.52	20-30 Microfiche ONLY $0.75	31-42 Microfiche ONLY $0.98	43-54 Microfiche ONLY $1.21	55-67 Microfiche ONLY $1.44	68-80 Microfiche ONLY $1.67

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY*

*UPS will not deliver to a P.O. Box Number. A Street Address must be provided.

1 lb. 81-160 MF or 1-75 PC PAGES Not to Exceed $2.79	2 lbs. 161-330 MF or 76-150 PC PAGES Not to Exceed $3.30	3 lbs. 331-500 MF or 151-225 PC PAGES Not to Exceed $3.74	4 lbs. 501-670 MF or 226-300 PC PAGES Not to Exceed $4.09	5 lbs. 671-840 MF or 301-375 PC PAGES Not to Exceed $4.31	6 lbs. 841-1010 MF or 376-450 PC PAGES Not to Exceed $4.53	7 lbs. 1011-1180 MF or 451-525 PC PAGES Not to Exceed $4.77	8 to 10 lbs. 1181-1690 MF 526-750 PC PAGES Not to Exceed $5.17-$5.94

NOTE—Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

SEE REVERSE FOR EXPEDITED DOCUMENT DELIVERY SERVICE

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MasterCard or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S. customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

VISA

WE HONOR BOTH

MasterCard

☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)

☐ MasterCard ☐ VISA

Account Number _____ Expiration Date _____

Signature _____

☐ Deposit Account Number _____

Signature _____

ENTER "SHIP TO" ADDRESS _____

CALL TOLL FREE 1-800-443-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK
ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

EXPEDITED DOCUMENT DELIVERY

Expedited delivery of ERIC documents is available.

- Call in your order 24 hours a day toll free 1-800-443-ERIC (3742).
- Fax your order 24 hours a day 703-440-1408.

Your order will be shipped to you, by the method you select, on the fifth (5th) working day after receipt.

To insure expedited receipt, request shipment by either:

- USPS Express Mail
- Federal Express
- UPS Next Day Air
- FAX transmission of your document

Shipping and FAX transmission charges will be added to the cost of the document(s) by EDRS.

These requesting and delivery methods are in addition to the 3-day delivery services available in response to orders received through the use of on-line data base services.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education (RIE)** are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.111 per microfiche. If you prefer a silver halide film base, the cost is $0.225 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,500.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education (RIE)** since 1966 are available on microfiche at a unit price of $0.131 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986, collections are furnished on a diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information, write or call toll free 1-800-443-ERIC (3742).

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research and Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CBIS Federal.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CBIS Federal shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CBIS Federal including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CBIS Federal's control and without negligence on the part of CBIS Federal; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CBIS Federal's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CBIS Federal be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CBIS FEDERAL MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CBIS Federal will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CBIS Federal. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CBIS Federal.

9. DEFAULT AND WAIVER
a. If customer fails with respect to this or any other agreement with CBIS Federal to pay any invoice when due or to accept any shipment as ordered, CBIS Federal may, without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.
b. No course of conduct nor any delay of CBIS Federal in exercising any right hereunder shall waive any rights of CBIS Federal or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of $300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage, allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

BEST COPY AVAILABLE